

Double Bay Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Double Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Andrea Garling

Principal

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Double Bay Public School

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Message from the Principal

2016 was a very successful year for Double Bay Public School. Academically, the students performed extremely well. Our Year 3 and Year 5 students achieved strong results in NAPLAN. In Year 3, in Reading 91.1% of students scored in the top three bands compared to 70.9% for the state; in Writing 100% of our students scored in the top three bands compared to a state average of 70.8%; in Spelling 93.8% of our students scored in the top three bands compared to 66.1% for the state; in Grammar and Punctuation 87.8% of our students scored in the top three bands compared to a state average of 71.9%; and in Numeracy 74% of our students scored in the top three bands compared to a state average of 62%.

In Year 5, in Reading 81.3% of our students scored in the top three bands compared to 62.3% for the state; in Writing 83.2% of our students scored in the top three bands compared to a state average of 50%; in Spelling 72% of our students scored in the top three bands compared to 63.7% for the state; in Grammar and Punctuation 75% of our students scored in the top three bands compared to a state average of 64.2%; and in Numeracy 71% of our students scored in the top three bands compared to 57% for the state.

In 2016, 62 students from Years 3 – 6 sat for the ICAS Test in English and 63 sat for the ICAS Maths Test. Altogether, our students received 10 Distinctions, 39 Credits and 11 Merits in the tests.

A wide range of extra-curricula activities were again offered in 2016, including specialist PE lessons, PSSA and School Sport, specialist Creative and Performing Arts lessons, the Italian Language Program, Choir, Band, Debating, Public Speaking, the Premier's Spelling Bee, Leadership Development, Peer Support, the Student Representative Council, MaGneT and Gateways, two programs for gifted and talented students. Double Bay Public School also hosted 'Brainwaves' on Saturdays, a Gifted and Talented program for students from the local area.

Double Bay Public School Staff consolidated some significant Department of Education's (DoE's) reforms during 2016. Our teachers are now implementing all the new NSW Syllabus documents and the new methods of accountability using the Performance and Development Framework and new Accreditation procedures.

The office and auxiliary staff must be commended for the hard work and effort that they have put into their intensive training for the DoE's Learning, Management and Business Reforms (LMBR) and into implementing the huge changes that have been brought about as a result of LMBR.

We thank the Double Bay Out of School Hours (DBOOSH) Staff for providing our students with invaluable, quality Before and After School Care and Vacation Programs in 2016.

Alongside our excellent academic results, our sporting achievements were exceptional. In 2016, we entered netball, rugby, soccer, Oztag, softball, T-Ball and cricket teams in the Primary School Sports Association inter-school

competitions. Our results included winning the Premiership in the Senior A Boys and Junior A Girls Oztag. The Junior A Oztag Team was undefeated all season and the Senior A Girls' Oztag Team were runners up. Our Junior Boys Soccer and our Junior Girls Netball Teams were Premiers and our Senior Girls Netball Team were runners up. Our Opens Rugby Team were joint Premiers.

In 2016 DBPS students represented our school at Zone and Regional levels in Swimming, Athletics, Cross Country, Netball, Tennis, Touch Football, Cricket and Basketball. We were active participants in the Premier's Sporting Challenge and the Sporting Schools Program, funded by the Federal Government. Stage 3 competed in the South Eastern Oztag Competition and were the undefeated champions. We hosted our annual Sports Expo with more than 10 sporting codes showcasing their programs for our Year 3 to 6 students. At Double Bay Public School we strive to nurture a love of physical activity and sport and encourage healthy lifestyle habits that will last for our students' lifetimes.

In 2016, our school Band Program was managed by Directions in Music. Thank you to the conductors and the talented music tutors for a very successful year with our band students. Our Concert Band took part in the NSW Band Festival and Showcase at Souths Juniors. Both bands participated in the Big Band Bash and the Band Camp at Stanwell Tops with students from Glenmore Road Public School, which culminated in a performance in the Packer Theatre at Ascham School. Our bands performed at various school assemblies, the Band and Choir Soiree and Presentation Day.

Our Creative and Performing Arts Program engaged all our students in 2016. This Program culminated in four performances of our Musical, 'Peter Pan Jnr'. This was enjoyed by young and old alike and brought the whole school community together. Thank you to all the parents who volunteered and helped make the performances such a success. 'Peter Pan Jnr' was certainly one of the highlights of 2016.

The Senior and Junior Choirs performed in the Packer Theatre at Ascham School, at many assemblies, at the Band and Choir Soiree and at Presentation Day.

Our 'After School Activities Program', run by our P&C Association, offered our students the opportunity to be involved in a wide range of engaging activities in a well-organised and carefully monitored setting.

In 2016, a Strings Program was introduced to allow the younger students to experience playing an instrument and to perform in an ensemble before an audience.

Thank you to our parent body for their continuing support and fund raising events. The funds raised by the P&C were used for many valuable resources last year, including funding our Support Teacher Learning Assistance and our specialist Maths support teacher. They also funded classroom resources and were instrumental in ensuring that the Shadecloth over the multipurpose court was finalised. The P&C were successful in gaining a grant of \$8000 to relocate and purchase more bubblers. We had two successful Garden Working Bees and a Major Fundraiser. We are extremely fortunate to have such a dedicated and supportive P&C at Double Bay Public School.

Thank you to all of our students, parents and staff for making 2016 such a successful year at Double Bay Public School.

Andrea Garling

Principal

School background

School vision statement

Double Bay Public School is a place of learning that values and develops the unique talents and academic potential of each child. Our aim is to produce confident, resilient, respectful, engaged students who are equipped with the essential skills for 21st Century learning: creativity; determination; problem-solving; collaboration and technology. At Double Bay Public School individuality is valued, excellence is celebrated and relationships are built on kindness, courtesy and mutual respect.

School context

Double Bay Public School, situated in a beautiful harbour-side location, offers a full and varied curriculum, provides a stimulating and supportive learning environment and engenders a caring family atmosphere. Extra-curricular programs include Italian, Chess, Choir, Band, Dance, Gateways, Debating, Public Speaking, MaGneT, Battle of the Minds and a wide range of 'After School Activities' organised through our P&C Association. Our school community draws from a wide range of socio-economic and cultural backgrounds, with 35% of our students coming from language backgrounds other than English. Parent involvement in all aspects of school life is valued and encouraged. Despite being surrounded by private schools, retention of Year 3 to Year 6 students has doubled in recent years and enrolments are generally at capacity.

Our extremely capable, dedicated staff caters effectively for a wide range of student ability levels and needs. Our students are motivated learners who thrive in a well-resourced school, where our highly supportive school community assists us in providing the range of resources necessary for each child to achieve their potential. Focus areas include literacy, numeracy, technology, environmental sustainability and enhanced leadership skills, resilience and well-being for all students and staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016, our staff at Double Bay Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our practices. We undertook self-assessment using the elements of the School Excellence Framework to determine areas of strength and areas for development as we continue our journey of excellence.

Learning

In the domain of Learning, our school has primarily been focused on the domains of Curriculum and Learning and Assessment and Reporting. Commencing in Term 1, we viewed the NAPLAN results and identified areas of need. With the support of the P&C, we have employed a support teacher two days per week to assist the children in mathematics. This teacher's role is to support students with learning needs and provide extension activities, thus improving the engagement of all students. This has resulted in the strong performance of the school in establishing active partnerships and working collaboratively to ensure continuity of learning for students.

The use of a whole school model for assessment and reporting for monitoring, planning and reporting on student learning is important for consistency and valued by all members of our community. During Professional Learning sessions, teachers have examined the PLAN software and used this data, along with student work samples, to form the basis for consistent teacher judgement across each grade and stage.

Teaching

In the domain of Teaching, our focus has been on Data Skills and Use. As teachers, the use of assessment data for, as and of teaching is required to ensure the best possible outcomes for students. Putting this into practice, we have undertaken professional learning as a whole school to determine the baseline achievement level of our students. We have then selected internal and external data collection tools, such as standardised assessments including PLAN and NAPLAN, to determine goals for achievement and to develop consistent teacher judgement of expectations. As the New

South Wales Syllabuses for the Australian Curriculum are implemented staff are continuing to align their teaching and learning programs.

Leading

In the domain of Leading, our school has focused on our partnerships with parents and the community. We have strengthened relationships with businesses in the local area who provide goods and services to our school. The parent body has produced a magazine to promote local businesses. This approach is based on our commitment to Double Bay Public School being recognised as a central part of the Double Bay community.

This new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To ensure school-wide consistency through high quality teaching and learning practices.

To support and expect all students to achieve their academic potential through the delivery of engaging, differentiated, high quality teaching and learning programs.

To enable students to develop the skills necessary to become: effective 21st century learners; critical and creative thinkers; resilient and persistent.

Overall summary of progress

Mathematics – After reviewing the NAPLAN results, Double Bay Public School staff developed and implemented a set of higher order thinking tasks across the stages and evaluated key areas for improvement.

Curriculum Implementation – At Staff Development Days in 2016 all staff were involved in developing and writing Scope and Sequences for Key Learning Areas that are consistent across the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 65% of students achieve at or above expected growth from the current 55%.	NAPLAN results show that 57% students achieved at or above expected growth. Some students achieved three times their expected growth. A specialist teacher was employed to provide in-class support in maths. A Maths Expo was held and the school community was invited to view a continuum of Mathematical activities from Kindergarten to Year 6.	\$35,000 \$500
An increase in the percentage of students achieving growth of 2 or more clusters K–2 as measured in PLAN.	The PLAN data for Kindergarten through to Year 2 shows growth of students on an average of two clusters.	\$ 3,000.00

Next Steps

In 2017, Double Bay Public School will continue to provide quality teaching and learning experiences for the students. To facilitate this we will:

- Complete the Scope & Sequences for all Key Learning Areas (KLA's) and review them as an ongoing process.
- Provide staff with Professional Learning in the process of implementing STEM / STEAM into classrooms across all Stages.
- Continue to write units of work to align with the new NSW syllabuses.
- Continue to plot all students using PLAN and use this information to develop relevant learning activities.

Strategic Direction 2

Quality Relationships

Purpose

To create a collaborative and connected school culture where the expectation is that all stakeholders work together to develop positive, quality relationships, strong trust and mutual respect.

To build quality relationships where all members of the community feel they belong and their contributions are valued.

These are supported by clearly defined roles and responsibilities for all students, parents and staff.

Overall summary of progress

Assessment and Feedback – In 2016, the school community was surveyed using 'Tell Them From Me'. The data was analysed and reported back to the school community. Students and staff also completed 'Tell Them From Me' surveys. Parents' responses indicated that their greatest concern was with the continued support for positive behaviour at school.

Bondi CoSiES – Our school is part of a community of schools known as Bondi CoSiES. This allows us opportunities that we would otherwise not have available to us. In 2016 we were involved in Professional Learning for the Geography syllabus as well as educational and cultural events with the other CoSiES schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Rich assessments tasks are being used across grades and stages to enable consistency of teacher judgement when reporting back to students and parents.	Each Stage and Grade completed Scope and Sequences for Geography as well as new Units of work to support the teaching of this subject.	\$ 1,500.00
'Tell Them from Me' survey data indicates improved levels of engagement of students, teachers and parents.	Students, staff and parents were surveyed. Student engagement is above state norms in all areas. There were 35 respondents for the parent survey. The parents feel they are informed about and engaged in their child's learning at Double Bay Public School.	
Parents understanding, appreciating and supporting the teacher's role in assessing, teaching to and meeting each child's individual needs to help them to achieve their potential.	The current school welfare and discipline policy has continued to be reviewed. The PBL program continues to be implemented to establish a consistent approach and understanding of expected behaviours.	\$ 3,500.00

Next Steps

In 2017, Double Bay Public School will continue to build quality relationships. To facilitate this we will:

- Continue with the implementation process of PBL, which involves more training, surveying the students and parents, launching PBL and developing a matrix for targeted behaviours that have been identified as a high priority for our school, to gain a consistent understanding and approach to monitoring.
- Continue to evaluate the school using 'Tell Them From Me' surveys and collating the results to plan the future focus for the school.
- Develop a variety of differentiated and rich assessment tasks to meet the needs and different learning styles of all students, across all Stages.

Strategic Direction 3

Quality Systems

Purpose

To improve all school based quality systems.

To efficiently enhance all school organisational practices and systems which contribute to the improvement of student learning outcomes.

To build on the staff's capacity to provide a curriculum which meets the diverse needs of our students by engaging in professional learning.

To develop pedagogy and technology skills for students and leadership skills for staff.

To improve our organisational and management systems including more effective communication with the whole school community.

To work towards 'best practice' for all school systems through a culture of continuous improvement at Double Bay Public School.

Overall summary of progress

Schoolzine – This has been a success for our school. It has been implemented and is now the main form of communication to parents. Parents are now able to receive all relevant information online.

ICT for Students – In 2016, PCs were upgraded in order to operate LMBR software. Stage Three were introduced to 'Typing Tournament', a program to teach correct typing procedures. New Applications were uploaded onto the iPads to teach Coding. Robotics, at differentiated levels of instruction, was trialed across the school..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff use explicit management systems to collect, analyse and report on student and school performance data.	Due to the LMBR implementation the change to the reporting system has been temporarily suspended. ESR Reporting to parents format is being used.	\$ 1,500.00
Administrative practices provide explicit and transparent information which is communicated to the school community about current procedures and practices.	Schoolzine now provides an improved method of communication between school and parents. The necessity to produce hard copy notes has been reduced.	\$5,300.00

Next Steps

In 2017, Double Bay Public School will continue to provide quality systems. To facilitate this we will:

- Provide Robotics and Coding Programs for students in all Stages across the school.
- Use the 'Common Sense Digital Citizenship' Program to promote safe and appropriate methods for using all technology and update the digital codes of conduct for students.
- Develop a detailed Scope and Sequence of Computer Skills for all students from Kindergarten to Year 6.
- Continue to add features, such as permission notes and flyers to 'Schoolzine'.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	<p>The EAL/D support teacher mentored teachers and supported students with Quality Teaching Programs.</p> <p>EAL/D teacher completed EAL/D and LBOTE surveys.</p> <p>EAL/D teacher identified students on the Literacy and Numeracy continuums to align them with the EAL/D Learning Progression Scales.</p>	\$35,503.00
Low level adjustment for disability	<p>All students requiring assistance and/or adjustments continue to be supported.</p> <p>93 students were supported by teaching staff and SLSOs to enable access to the curriculum and learning opportunities at their entry point.</p> <p>Part-time Learning and Support Teacher (LAST) provided support for teachers and students.</p>	<p>\$ 17,316</p> <p>\$51,000</p>
Quality Teaching, Successful Students (QTSS)	Funds were used to relieve staff to: work together to assess and analyse student data; jointly develop units of work and assessment tasks; and provide comprehensive and focused support for teachers with accreditation processes and the Performance and Development Framework.	\$ 9,618
Socio-economic background	Funds are used to support students' needs.	\$2,662
Support for beginning teachers	<p>Informal mentoring of beginning teachers by experienced teachers</p> <p>Classroom practices and different strategies to improve behaviour and engage learners were discussed.</p> <p>Time was allocated for new scheme teachers to prepare documentation for accreditation..</p> <p>Early Career teachers finalised and submitted their portfolios and accreditation report to the Teacher Accreditation Authority (TAA).</p>	\$1,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	176	190	195	183
Girls	179	204	173	168

Enrolments for each school year are indicated above and include male and female student numbers.

Double Bay Public School has continued to maintain a steady enrolment pattern, which is enhanced by our strong links with local pre-schools.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	96.2	96.3	96.3
1	95.7	97.4	94.9	97.2
2	96.7	97.4	96.5	95.9
3	97.2	96.2	95.1	97
4	95.7	96.9	95.7	95.6
5	95.4	95.2	96	95.8
6	97.1	95.1	94.5	96.3
All Years	96.4	96.5	95.6	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The above table represents students attendance patterns by grade compared to state-wide averages. Double Bay Public School's attendance rate for 2016 was higher than the state.

We have very few attendance issues at Double Bay Public School. The Home School Liaison Officer

(HSLO) regularly checks our rolls and discusses any students who require monitoring to improve their attendance. Double Bay Public School is proactive in managing students of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.14

*Full Time Equivalent

Above are the permanent, part-time and temporary positions for 2016. Double Bay Public School has no identified Aboriginal or Torres Strait Islander persons employed.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Professional learning is undertaken each year to develop the professional growth of teachers – focusing on improving student learning outcomes. All professional learning is linked to our school targets and school plan. New curriculum implementation has provided the opportunity for staff to review their practices and evaluate alternative strategies to cater for students' individual needs.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	0.00
Global funds	302 898.00
Tied funds	164 043.00
School & community sources	388 263.00
Interest	5 087.00
Trust receipts	2 291.00
Canteen	0.00
Total income	1 109 874.00
Expenditure	
Teaching & learning	
Key learning areas	66 058.00
Excursions	53 862.00
Extracurricular dissections	181 178.00
Library	5 307.00
Training & development	19 467.00
Tied funds	129 699.00
Short term relief	114 229.00
Administration & office	133 739.00
School-operated canteen	0.00
Utilities	46 056.00
Maintenance	13 324.00
Trust accounts	2 611.00
Capital programs	14 458.00
Total expenditure	779 988.00
Balance carried forward	329 886.00

	2016 Actual (\$)
Opening Balance	0.00
Revenue	401 934.38
(2a) Appropriation	329 884.61
(2b) Sale of Goods and Services	3 249.98
(2c) Grants and Contributions	68 519.54
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	280.25
Expenses	-219 607.45
Recurrent Expenses	-219 607.45
(3a) Employee Related	-130 914.70
(3b) Operating Expenses	-88 692.75
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	182 326.93
Balance Carried Forward	182 326.93

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 384 385.44
Base Per Capita	19 965.49
Base Location	0.00
Other Base	2 364 419.95
Equity Total	106 491.09
Equity Aboriginal	0.00
Equity Socio economic	2 661.80
Equity Language	35 502.85
Equity Disability	68 326.44
Targeted Total	57 189.99
Other Total	35 754.31
Grand Total	2 583 820.83

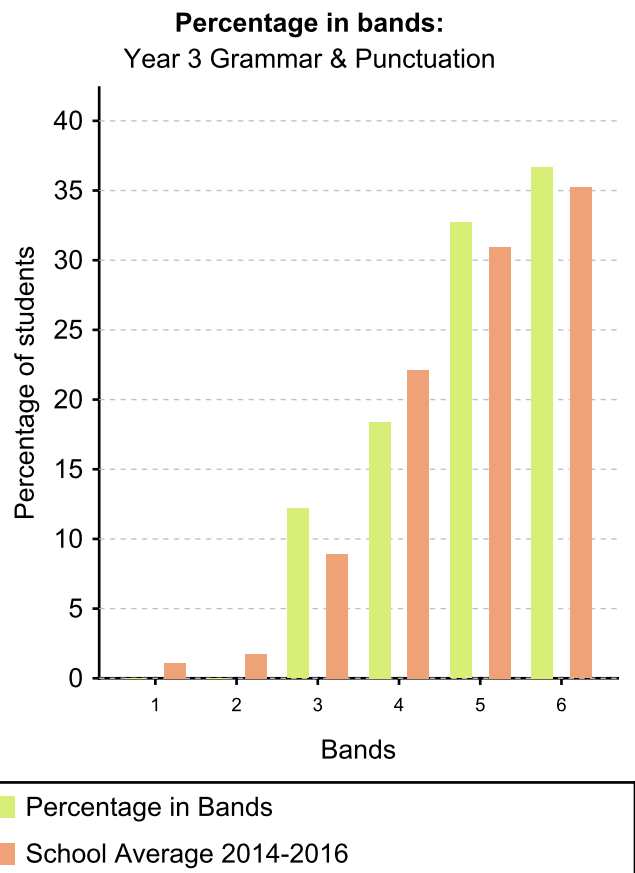
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

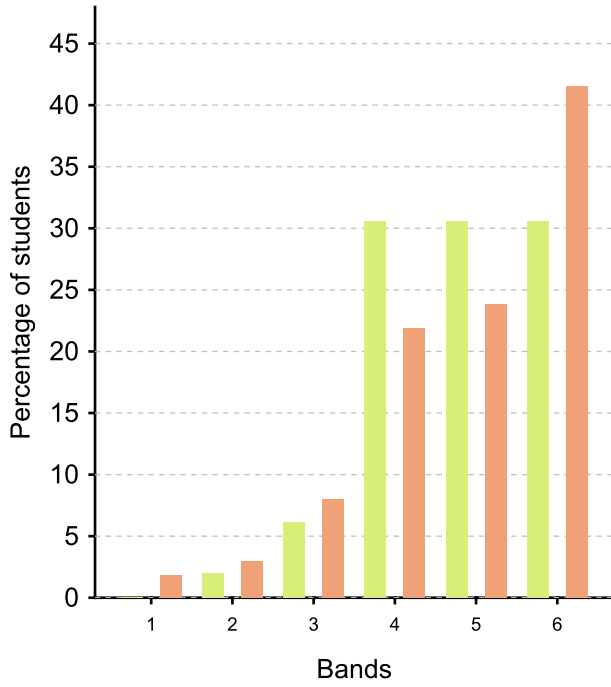
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The following graphs provide an overview of student performance in Reading, Writing, Spelling and Grammar and Punctuation for Years 3 and 5. Trend data obtained over time assists the school in establishing priority areas for future development.

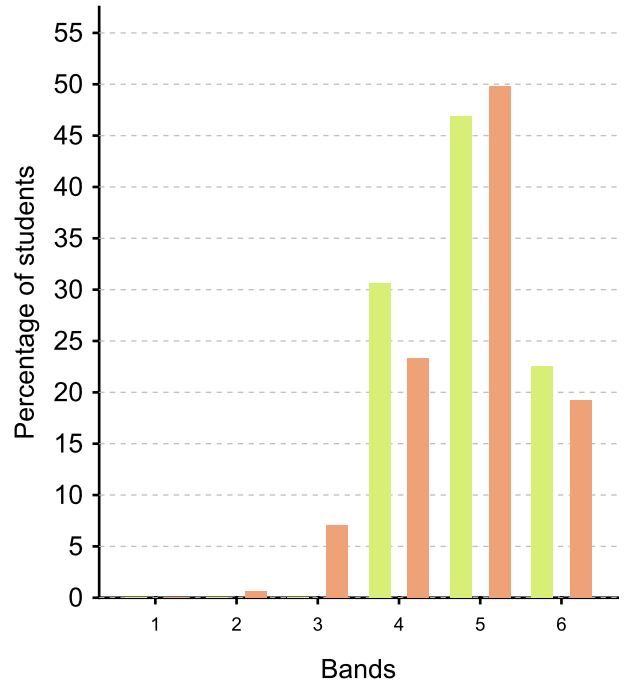


Percentage in bands:
Year 3 Reading



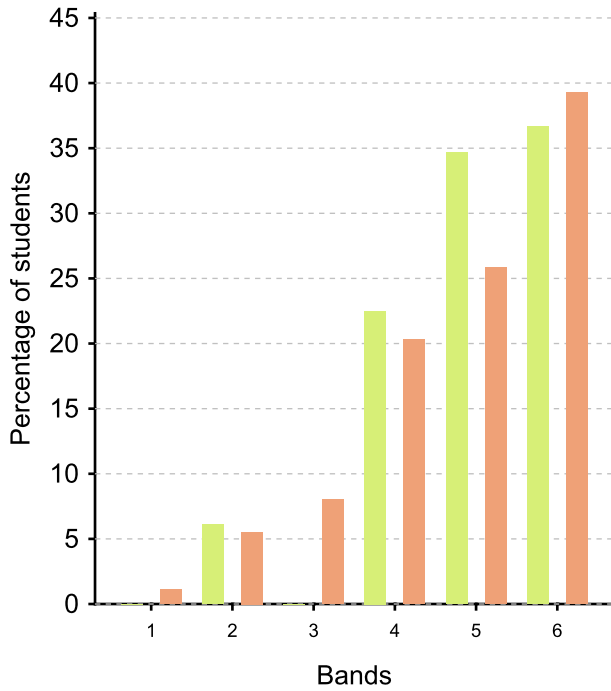
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



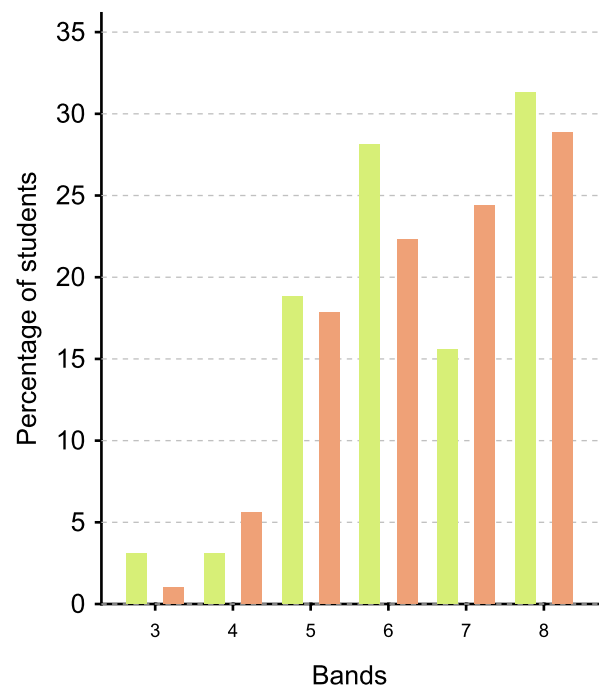
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



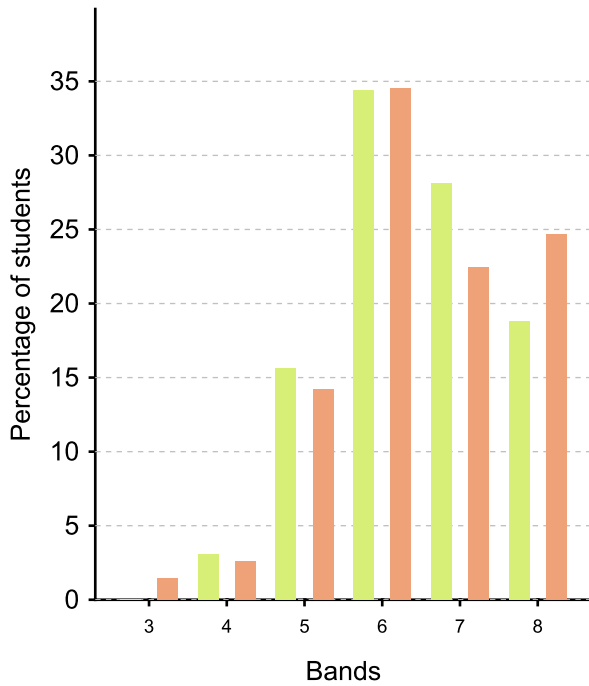
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



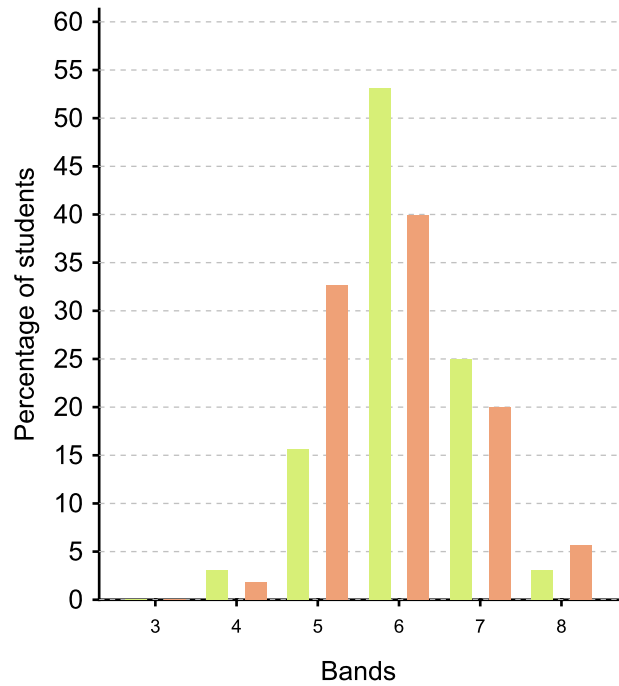
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



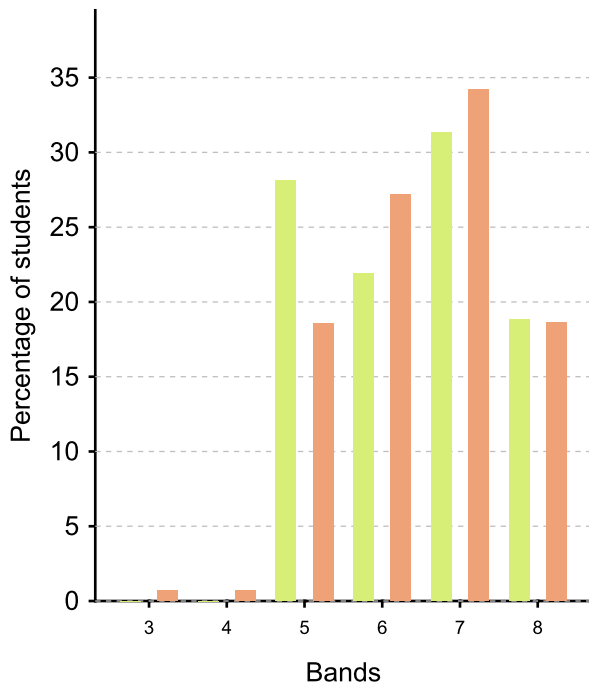
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

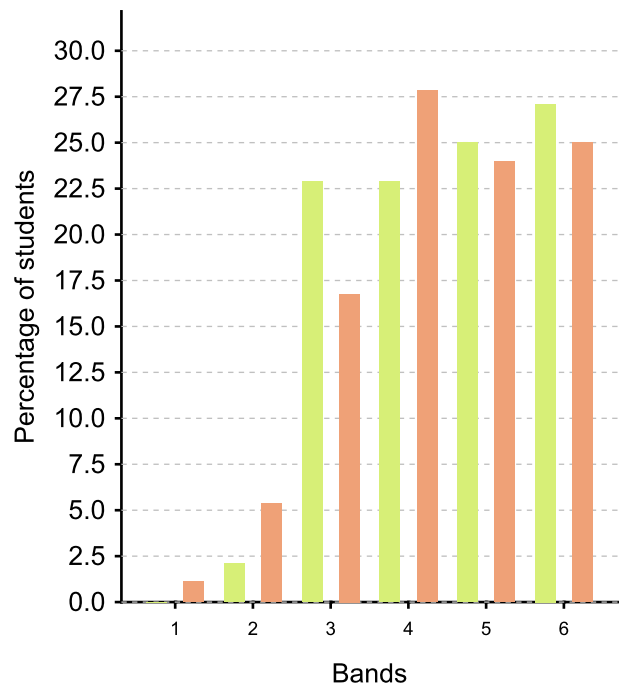
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

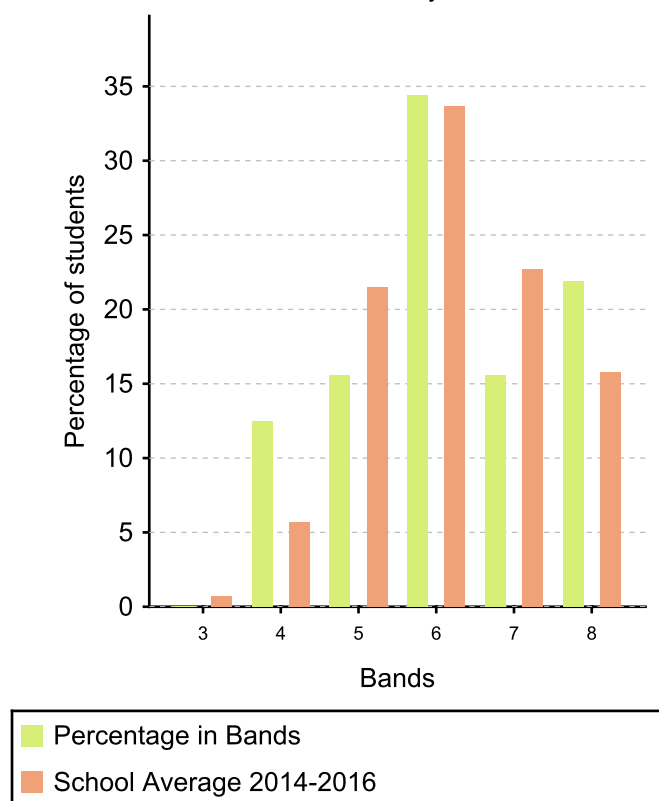
The following graphs provide an overview of student performance in Numeracy for Years 3 and 5. Following detailed analysis of student data it has been determined that during 2017 the school will continue with current support strategies to further enhance student progress.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In 2017 the school will continue to implement strategies K–6 to further enhance student progress in the areas of spelling and writing through the Departments Quality Teacher Successful Student (QTSS) initiative to strive towards achieving the NSW Premier's Targets.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, students, teachers and parents were invited to complete the NSW Department of Education's 'Tell Them From Me' (TTFM) surveys.

The TTFM student survey measures 20 indicators based on the most recent research on school and classroom effectiveness.

Double Bay Public School students have a high participation rate in sports, above the NSW Government norms. From the TTFM survey the results also indicate that students have a positive sense of belonging, a positive attitude towards homework and believe that the staff at Double Bay Public School consistently provide encouragement.

Parents are generally satisfied with the teaching / learning outcomes of the school. The parents feel they

are more informed and that the school always supports learning in a positive way.

Previously the staff identified a need to provide more opportunities for children to become involved in Science based activities. As such, in 2017 Double Bay Public School will be investigating the integration of Science Technology Engineering Maths (STEM) and Science Technology Engineering Art Maths (STEAM) into our curriculum.

Policy requirements

Aboriginal education

Aboriginal Education is an integral part of learning at Double Bay Public School. During 2016, Aboriginal perspectives were integrated into teaching/learning programs across all Key Learning Areas (KLA's) and Acknowledgement of Country was a feature at all major events and weekly assemblies.

During NAIDOC Week and Reconciliation Week students participated in a range of cultural and creative arts activities. The school participated in activities to raise awareness of Aboriginal culture and we participated in the annual Koori Art Exhibition with the art work displayed at the Australian National Maritime Museum.

Multicultural and anti-racism education

Multicultural Education is an important part of the school curriculum at Double Bay Public School. A strong English as a Second Language (EAL/D) Program is provided to support students from Non-English Speaking Backgrounds (NESB).

Individual differences are acknowledged, valued and celebrated at Double Bay Public School.

All students from Kindergarten to Year 6 receive Italian language and culture lessons. The study of languages in K–6 can be used to enrich student learning. To further celebrate the language and culture of Italy our students participated in a themed Italian Day. The students' skills were showcased at a special Italian Assembly.

In 2016, K – 6 students celebrated Harmony Day. This day gave the students an opportunity to show their respect for all Australian residents and the traditional owners of this land. The theme was 'Walking Together' and by participating in these activities the students gained an understanding of how all Australians from diverse backgrounds belong equally to our Nation.